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ABSTRACT

This report is an attempt by Public Agenda to capture the voices of teachers across the United States and to spell out their concerns and learn more about their perspectives on educational reform. It is based primarily on two national telephone surveys of teachers, one of 237 teachers and a second survey of 800 teachers of grades 4 through 12. Oversampling of Black and Hispanic teachers occurred to determine minority teachers' perspectives. Results are compared to those from a previous, and similar, survey of the general public. Unlike most other Americans, teachers gave high ratings to local public schools, even though they said that the schools need more money, smaller classes, and more discipline and order. Teachers and the public agree that the lack of order is a major problem, and they support efforts to improve school safety. Teachers and the public tend to agree on what students should learn, and they generally agree on the values that should be taught. Minority teachers are less likely to think that the schools are doing a good job, but they see many issues in the same light as other teachers. An attachment discusses survey methodology. (Contains 7 tables and lists 13 references.) (SLD)

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